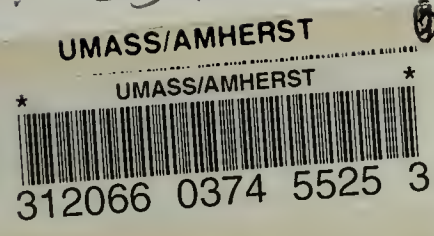


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# Commonwealth of Massachusetts

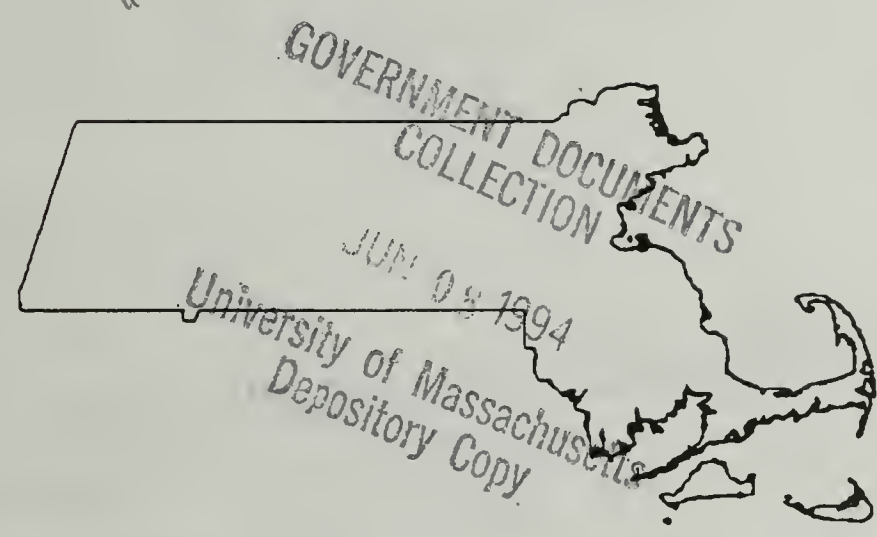
## Executive Office of Education

JUN 15 1994

EXECUTIVE OFFICE  
OF EDUCATION

### Charter School Application

[New Charter School] (Cambridge)



Piedad F. Robertson, Secretary of Education  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

942.25

# Commonwealth of Massachusetts

## Executive Office of Education

### Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education  
ATTN: Charter Schools  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

THE HENRY BUCKNER SCHOOL

Name of organization/group filing for charter school status

Contact Person Name:	Henrietta S. Attles, Ed.D.	
Signature:	<i>Henrietta S. Attles</i>	Date: 02 / 15 / 1994
Title:	Administrator, Henry Buckner School	
Address:	85 Bishop Richard Allen Drive	
City:	Cambridge	
State:	Massachusetts	
Zip:	02139	
Telephone:	(617) 661-1110 ext. 106	
Fax:	(617) 354-8511	





# Margaret Fuller Neighborhood House, Inc.

71 Cherry Street  
Cambridge, Massachusetts 02139  
Telephone: (617) 547-4680

February 15, 1994

Henrietta Attles, Acting Chairperson  
Charter School Initiative  
85 Bishop Allen Drive  
Cambridge, Massachusetts 02139

Dear Mrs. Attles:

I am pleased to offer my support to the Charter School Initiative. I understand that this Initiative will provide a community-based, full-day school program, five days a week to children in grades K-3, along with homework support and a parent support component.

The Margaret Fuller Neighborhood House is a 93 year-old community service organization whose historic mission and continuing legacy is to empower and strengthen families and individuals. Promoting and supporting choices for parents and children is very much a part of our empowering process.

Additionally, The Fuller House and the site of the proposed Charter School are located at the very heart of Area IV, known throughout the city of Cambridge as one of the more (if not the most) indigent communities in the city of Cambridge. Quality choices in education and childcare are no less important for families of limited means. And when this opportunity becomes available at no additional cost to the family, we are realizing a dream whose time has come.

I wish you the best of all outcomes and I look forward to mutual opportunities to serve the Area IV community.

Sincerely,



Iona Smith Nze  
Executive Director



OFFICE OF THE PRESIDENT  
CLARENCE G WILLIAMS  
SPECIAL ASSISTANT TO THE PRESIDENT

CAMBRIDGE, MASSACHUSETTS 02139

15 February 1994

To whom it may concern:

I write to support the application for a new Charter School in the Cambridge area. As an educator who works in Cambridge, I have been concerned about the quality of education in this area.

This new Charter School will provide young Cantabrigians with the opportunity to build their self-esteem through an innovative curriculum. Self-esteem is sorely lacking in our young people. The effects of this deficit are seen in the increasing crime, drug use, and low academic achievement.

Having reviewed the curriculum and application of a New Charter School, I highly recommend its funding and support because it will greatly enhance the educational choices for students in Cambridge.

Sincerely,

A handwritten signature in dark ink, appearing to read "Clarence G. Williams", written over a horizontal line.

Clarence G. Williams  
Special Assistant to the President  
and Assistant Equal Opportunity Officer

CGW:sm

# Commonwealth of Massachusetts

## Executive Office of Education

### Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: Priscilla Williams	Signature: Priscilla Williams	Date: 2/14/94
Address: Dean College 99 Main St.	City: Franklin State: MA	Zip: 02038 Tel: 508-528-7559
Name: Linda Hilly	Signature: Linda Jackson-Hilly	Date: 2/14/94
Address: 5 Mildred Hamilton	City: CAMB State: MA	Zip: 02139 Tel: 542-5829
Name: Audrey Hanks	Signature: Audrey Hanks	Date:
Address: 13 Adams St	City: Roxbury State: MA	Zip: 02113 Tel: 442-3937
Name: Linda Ellison	Signature: Linda Ellison	Date: 2/14/94
Address: 62 NORFOLK ST. Apt 2	City: Cambridge State: mass	Zip: 02139 Tel: 864-4698
Name: HEATHER DUEVET	Signature: Heather Duevet	Date: 2/15/94
Address: 23 Pine St	City: Camb State: Ma.	Zip: 02139 Tel: 02139
Name: Henrietta Attles	Signature: Henrietta S. Attles	Date: 2/15/94
Address: 85 Bishop Allen Dr.	City: Cambridge State: Ma	Zip: 02139 Tel: 02139
Name: Diane Gharney	Signature: Diane Gharney	Date: 2/15/94
Address: 464 Windsor St	City: Cambridge State: MA	Zip: 02141 Tel: 491-6257
Name: Trevon D. Grass	Signature: Trevon D. Grass	Date: 2/15/94
Address: 36 Oxford St. #212	City: Cambridge State: MA	Zip: 02138 Tel: 493-4221

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108



# Commonwealth of Massachusetts

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Name: <u>ALVIN E THOMAS</u>	Signature: <u>[Signature]</u>	Date: <u>2-14-94</u>
Address: <u>521 Green St</u> City: <u>CAMBS</u> State: <u>MASS</u>		Zip: <u>02114</u> Tel: <u>617-876-5627</u>
Name: <u>ROBYNN CRUZ</u>	Signature: <u>[Signature]</u>	Date: <u>2-14-94</u>
Address: <u>30 Inguois St.</u> City: <u>Boston</u> State: <u>MA</u>		Zip: <u>02114</u> Tel: <u>617-734-8265</u>
Name: <u>Beverly J. Salmon</u>	Signature: <u>[Signature]</u>	Date: <u>2-14-94</u>
Address: <u>106 Columbia St</u> City: <u>Cambridge</u> State: <u>MA</u>		Zip: <u>02142</u> Tel: <u>617-492-1698</u>
Name: <u>[Signature]</u>	Signature: <u>[Signature]</u>	Date: <u>2-14-94</u>
Address: <u>[Address]</u> City: <u>[City]</u> State: <u>[State]</u>		Zip: <u>[Zip]</u> Tel: <u>[Tel]</u>
Name: <u>Patricia Lightbourne</u>	Signature: <u>[Signature]</u>	Date: <u>2/14/94</u>
Address: <u>231 Highland Ave</u> City: <u>Somerville</u> State: <u>MA</u>		Zip: <u>02143</u> Tel: <u>623-5528</u>
Name: <u>Valerie G. Givens</u>	Signature: <u>[Signature]</u>	Date: <u>2/14/94</u>
Address: <u>1 Bullard St</u> City: <u>Dorch</u> State: <u>MA</u>		Zip: <u>02121</u> Tel: <u>288-1046</u>
Name: <u>Jewel A. Russell</u>	Signature: <u>[Signature]</u>	Date: <u>2/14/94</u>
Address: <u>44 Howard St</u> City: <u>Cambridge</u> State: <u>MA</u>		Zip: <u>02139</u> Tel: <u>354-3320</u>
Name: <u>MARCELENE BAPTISTE</u>	Signature: <u>[Signature]</u>	Date: <u>2/14/94</u>
Address: <u>34 Woodcliff</u> City: <u>Dorchester</u> State: <u>MA</u>		Zip: <u>02125</u> Tel: <u>427-0971</u>

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

# Commonwealth of Massachusetts

## Executive Office of Education

### Charter School Application

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Name: Debra Morris Signature: Debra Morris Date: 2/14/94  
Address: 4 Union Place City: Cambridge State: Ma Zip: 02142  
Tel: 566-1902

Name: Michelle Reese Signature: Michelle Reese Date: 2/14/94  
Address: 7 Yarmouth St. City: Boston State: Ma Zip: 02114  
Tel: 263-0505

Name: Christine Belleville-Adams Signature: Christine Belleville-Adams Date: 2/14/94  
Address: 153 Auburn St. City: Comb. State: Ma. Zip: 02139  
Tel: (497-4303)

Name: Janice Hendricks Signature: Janice Hendricks Date: 2-14-94  
Address: 10 Henry St City: Malden State: Ma. Zip: 02148  
Tel: 322-7222

Name: Janine M. Vorel Signature: Janine M. Vorel Date: 2-14-94  
Address: 34 Willow Street City: Cambridge State: Ma Zip: 02142  
Tel: 552-7222

Name: Shirley Nolan Signature: Shirley Nolan Date: 2-14-94  
Address: 1857 Columbus Ave. City: Rox State: MASS Zip: 02114  
Tel: 524-0246

Name: Yvonne Skeete Signature: Yvonne Skeete Date: 2-14-94  
Address: 18 Paisley Pl. City: Dorchester State: Ma Zip: 02124  
Tel: 722-7222

Name: Collette Thorne Signature: Collette Thorne Date: 2-14-94  
Address: 110 Henry St City: Malden State: Ma Zip: 02148  
Tel: 322-7222

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# Commonwealth of Massachusetts

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Name: Charola Green Signature: Charola Green Date: 2/15/94  
Address: 92 Inman St City: Cambridge State: MA Zip: 02139  
Tel: 354-8761

Name: Rufus Chelms Signature: Rufus Chelms Date: 2/15/1994  
Address: 49 Coleridge St City: Cambridge State: MA Zip: 02139  
Tel: 477-2376

Name: Yvonne A. Conley Signature: Yvonne A. Conley Date: 2/15/94  
Address: 54 Pleasant St City: Cambridge State: MA Zip: 02139  
Tel:

Name: Whitney Bartholomew Signature: Whitney Bartholomew Date: 2/15/94  
Address: 4 Putnam Garden City: Cambridge State: MA Zip: 02139  
Tel: 617-491-1404

Name: Rene Ferraro Signature: Rene Ferraro Date: 2/15/94  
Address: 11 Roswood Rd City: Hyde Park State: MA Zip: 02136  
Tel: 617 364-2839

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Tel: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Tel: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Tel: \_\_\_\_\_

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# Commonwealth of Massachusetts

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(This signature sheet *must* be attached to the application when it is filed.)

Name: Phyllis McCullin Skelton Signature: [Signature] Date: 2/15/94  
Address: 214 Putnam Ave City: Cambridge State: Mass Zip: 02139  
Tel: 870-1040

Name: William L. Coburn Signature: [Signature] Date: 02/15/94  
Address: 131 Fayerweather St. City: CAMBRIDGE State: MA Zip: 02138  
Tel: 864-1071

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Tel: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
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Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Tel: \_\_\_\_\_

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Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

February 14, 1994

TO WHOM IT MAY CONCERN:

As an aggregate of parents who share a common concern for the education security of our children, we write to highly endorse the plan for a New Charter School in the Cambridge area.

We have reviewed the application and mission statement for the New School and find it to be adequate to assist us in developing our students minds.

We affix our signatures as a sign of our highest recommendation of this school.

Philip & Jennifer Chisholm

Robert J. Stomber

John J. Cooper

Ann H. Imbrie

Edna yard

Christine Callaway

Shari Callen

Richard Williams



Gubernatorial moves  
John Silber opens  
committee. De-  
Nucci-Kennedy  
meeting fuels specu-  
lation. Page 59.

# Metro Region

THE BOSTON GLOBE • WEDNESDAY, DECEMBER 13, 1989

## BELLA ENGLISH

### No. 1 home for holidays

**W**INTHROP - MY HUSBAND and I have irreconcilable differences over Christmas decorating. My concession to holiday decor is buying a bag of green and red M & Ms, while Mr. Christmas threatens every year to put Santa and the reindeer on our roof.

The last two weeks before Christmas, we always engage in the same game. He sets out the big red Santa pillow and the Frosty the Snowman candle his mother sent us - Christmas genes are dominant, not recessive - then I remove them. He gets them back out, and I put them back in the box, and so on.

It's not that I'm Scrooge, it's just that I have a low threshold for plastic snowmen, inside or out. So when I heard what Junelle Avery does in Winthrop, I rushed over to see. Year after year, she creates a Christmas tableau on her front porch without using an ounce of plaster, surely a holiday miracle that ranks with the loaves and fishes.

This year, she turned the facade of her home at 146 Woodside Ave. into a gingerbread house, with a gingerbread couple ice-skating on a pond, Santa sitting in a chair rocking and waving, a gingerbread man skiing down "Mount Avery" and another one riding in a ski lift. There's a mailbox where children can drop their Santa letters, a sign that spells out "Happy Holidays" in glittery lights, several gumdrop trees, candy cane flower boxes and a sign pointing to "Mount Avery, elevation 5 feet."

"I started thinking about it all in July," says Avery, 48. She bugged appliance stores for huge curtains for the gingerbread siding, then cut them and painted them a butterscotch brown.

Her husband, who is surely a candidate for sainthood, built frames and attached the gingerbread siding to the front of their house. "If ever he were going to leave me, it would've been yesterday," she said the day after it was all set up.

She's been burned with glue guns, and her hands look like a "before" picture for Intensive Care lotion - full of cuts and nicks. God knows how long it'll take to get the black paint from under her fingernails.

Children come right up on the porch and talk to Santa. Residents at the Governor Winthrop Nursing Home across the street send signals, telling Avery when to make Santa rock. On Christmas Eve, hundreds of people gather around.

Some think the Averys spent a fortune on an electronic eye that makes Santa rock and wave. Little do they know that



Youth worker Susan Richards and members of the "Isus to the Top" production company.

## The forgotten Cambridge

### Beset by drugs, crime, Area 4 prods city to fulfill promises

By Diane E. Lewis  
GLOBE STAFF

**C**AMBRIDGE - When an economic boom hit this city seven years ago, commercial real estate development soared. Cambridge was in the midst of a revival that added \$1.5 billion worth of new construction to the city's tax rolls.

Like icing on a cake, the new growth helped complete the transformation of Cambridge from a blue-collar manufacturing city to a relatively small but sophisticated urban center known for its racial diversity and attractive neighborhoods and parks.

Today, Cambridge is one of the most desirable cities in the state in which to live.

But in some sections of the city the gap between rich and poor is widening and prosperity remains out of reach. Nowhere is that more apparent than in Area 4, a 20-block

section of the city east of Massachusetts Avenue and Central Square.

To some, it is a forgotten neighborhood on the edge of a thriving urban center where drugs have slowly taken hold and where local youths are at high risk for pregnancy, truancy and crime.

It is the most racially diverse neighborhood in the city, has the highest concentration of youths under the age of 17 and is adjacent to one of the fastest-growing business centers in the city - Kendall Square. But in 1980, the most recent year for which figures are available, the average family of four in Area 4 made \$11,000 a year.

As Cambridge adjusts to the statewide fiscal crisis, some activists fear that the city will forget its promise to build a teen-age center and their call for more support services for youth and affordable housing for the homeless who roam Central Square.

Others look to the newly elected and more liberal

CAMBRIDGE, Page 58

## Extradition sought of suspect in Brooklyn

February 15, 1994

To the Chairperson and Members of the  
Cambridge High School Founding Charter School Coalition:

The members of the Early Childhood Charter School Founding Coalition would like to explore the possibility of collaborating with your group in the application of a joint charter for both groups.

We both want the innovative math and science curriculum and we both want to service the most needy socio-economic student population of Area IV in Cambridge, MA.. This would allow us to encourage and train parents on the appropriate grade level of their child(ren). In addition, creating an opportunity for parents and community members to be active participants in the educational environment of our children.

Yours Truly,

*Henrietta S. Attles*  
Dr. Henrietta S. Attles,  
Acting Chairperson

cc: Secretary of Education,  
with the Charter School Application



## CHARTER SCHOOL APPLICATION

### 1). MISSION STATEMENT:

Describe the core philosophy or underlying purpose of the proposed school.

The Charter School will seek to improve the quality of life for young culturally diverse children in our community through child centered environmental education. The school and its curriculum is based upon a wholistic learning approach to a child's learning and development.

The core principles for the Charter School will be:

- 1). Total school day to educate the whole child,
- 2). Total educational environment involving school, home, and community,
- 3). Total respect for community and environment.

The curriculum will be centered on building self-esteem in the early childhood grades ( Kindegarten - 3 ) through the understanding and appreciation of the child's living environment.

### 2). SCHOOL OBJECTIVES:

A. What are the school's broad academic objectives for student learning?

Our broadest academic objectives will be:

- to meet and exceed the Massachusetts state objectives for Kindegarten, First, Second, and Third grades;
- to introduce students to diverse traditions, cultures, and insstruction to teach students to accept and respect cultural differences;
- to develop math and science skills which will enable the student to understand their environment and the practical applications of applied theories;
- to incorporate parental involvement and advise in the total learning environment of the children by participation in scheduled training seminars;
- to expose students to various speakers, exhibits and other co-curriculum activities so that their horizons are broadened, thus enabling them to interact with a larger cross-section of society;

- \* to require students to prepare oral reports and presentations in order that they might hone their communication proficiency, and an understanding of their communities;
- e to integrate all of the information required from the curriculum and teaching students to apply these facts and truths to the development of successful citizenship;

\*\* The bedrock is to build principles of positive self-esteem. \*\*

- \* to encourage critical thinking skills through helping children understand the impact of television and media on their environment and their lives;

B). Describe any non-academic goals for student performance.

Our non-academic goals will be to:

- \* learn to appreciate and respect other cultures and commonalities;
- \* learn to appreciate themselves and their abilities;
- \* learn to appreciate themselves as part of a family and a community;
- \* learn to value themselves as a contributor to a family and community;
- \* learn to appreciate co-operative activities and group values;
- \* develop self confidence and initiative;
- \* learn to appreciate, express, and honor their own creativity;
- \* learn to enjoy play.

2C). What type of community environment do you hope to foster at your school?

The atmosphere which we will develop at the charter school will encourage students to accept and respect the difference of various cultural styles, tradition, behavior, and customs inclusive to the awareness of the students own environment. We seek to foster a multi-cultural learning environment through teaching the multi-ethnic contributions to history, the evolving roles of gender and appropriate responses to racial bias.



3. STATEMENT OF NEED:

A. Why is there a need for this type of school?

The condition effecting the education of children in urban environments is well documented. Plagued by rising violence in the home and community, child abuse and neglect, drugs, and stress due to family unemployment or underemployment, children are not reaching their potential. Many children suffer from post traumatic stress disorder and lack positive self-esteem. There is an absence of a total school day program to educate the whole child.

B. Explain why a charter school would help to effectively address this need.

This charter school will seek to effectively address these social inhibitors to the child's development through its innovative environmental oriented curriculum. There is a need for a before and after school programs to augment the educational program and to ensure the safety of children. There is a need to involve all parents, especially the inactive, hard-to-reach parents in the educational process.

4. SCHOOL DEMOGRAPHICS:

A. Describe the area where the school will be located. If a facility has already been secured, please state so.

The proposed site for the charter school is located in Area IV which is the lowest social economic area of the City of Cambridge. This factor with all the attended ills associated with poverty and economic stress make it critical to meet the needs for parents and children of the community.

B. Why was this location selected? Are there other location suitable to the needs and focus of the school?

This site was selected because there is an existing building with approved accomodations for a school. A charter school can be started without costly renovations and repairs to the physical building. Transportation is easily accessible by both M.B.T.A. bus and train.

C. Describe any unique characteristics of the student population to be served.

Homeless shelters and transitional homes for the homeless are located in this area. Single and teenage mothers returning to school and to work need specialized support of the innovative full day charter school educational curriculum.

D. What is the school's anticipated enrollment?

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

Approximately 80 students from Kindegarten to 3rd grade.  
A maximum of 20 students in each grade or grouping.

5. **RECRUITING & MARKETING PLAN:**

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

We will utilize advertising space in local stores, civic centers, social service agencies, newspapers, church and community organizations. We will continue our networking through open house visits, orientation sessions and referrals.

B. Specifically, what type of outreach will be made to potential students and their families?

We will provide printed brochures and flyers to parents, staff, and community cable access to radio and television.

6. **ADMISSIONS POLICY:**

A. Describe the admission methods and standards you will use to select students.

The charter school will have a non-discriminatory admissions policy. All families regardless of income, nationality, race, ethnic group or religious denomination will be welcomed. Acceptance will be based on the admissions criteria of testing, interviewing and letters of recommendations. The admissions criteria will be used to assess how well a student's interests and aptitude match the school's area of focus in a non-bias manner. Parents must be willing to actively support the child's learning environment. In the event that there is an excess of qualified student applicants for the number of available spots at the school, the Advisory Board will develop a lottery procedure which gives admission preference to two categories of students:

- (1) those living in the same city or town as the charter school location;
- (2) those who have siblings already attending the school.

B. Explain how these policies further the mission of the



school in a non-discriminatory fashion.

The school, parents, students and community must collaborate their resources to maximize the learning environment for the child.

#### 7. PROFILE OF FOUNDING COALITION:

A. Describe the make-up of the group or partnership that is working together, as well as any affiliation with existing schools, educational programs, business, non-profits, or any other entities or groups.

A profile of Founding Coalition to apply for this charter are community agencies, teachers, citizens of Cambridge and the Greater Boston areas and parents.

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

Parents, Teachers and Advisory Board Members of the Henry Buckner School Kindegarten , Pre-School and Infant Toddler programs came together to develop an innovative Early Childhood Educational environment which would enhance the educational needs of this community.

C. Include any plans for further recruitment of founders or organizers of the school.

Parents and Community Agencies will be recruited to serve on the Charter School Board the first year as founder members.

#### 8. TIMETABLE:

A. Discuss a timetable of events leading to the opening of a charter school.

March 15	-	Acceptance
April 15	-	Advertisement for Teachers
May 15	-	Advertisement for Student enrollment
June 15	-	Start organizing classes
July 15	-	Teacher hiring
		Equipment & Materials ordered
Aug. 15	-	Classes prepared

B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.

If the salaries are retroactive it is feasible to open the school doors this fall.

**9. EVIDENCE OF SUPPORT:**

A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.

B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

Please see attachments of letters of support.

**10. EDUCATIONAL PROGRAM:**

A. In detail, describe the educational program of the school.

The educational program is:

- based on child development theory and practice. The curriculum will focus on active learning. The children learn free play.
- building children's skills in thinking and playing.
- assessed by a Social Worker who will make referrals and/or counsel depending on the child's need(s).

B. What is the basis for the teaching methods to be used?

The developmentally appropriate curriculum reflects,

- 1). the child's need to interact directly with the environment and materials in it to learn successfully;
- 2). the needs of individual children;
- 3). the knowledge and skills a child brings to school;
- 4). each child's self-esteem;
- 5). each child's increased control of his/her behavior;
- 6). and supports a child's communicative abilities and mental activity;
- 7). the needs of the "whole" child incorporating out of school experiences into learning experiences at school;

8). the pluralistic society in which we live.

C. Describe the school calendar and hours of operation of the school.

The hours will be from 8:30 A.M. to 5:30 P.M. daily. Regular school activities from 8:30 A.M. to 2:30 P.M. and an innovative after-school program from 2:30 P.M. to 5:30 P.M. THE TOTAL SCHOOL DAY TO EDUCATE THE "WHOLE" CHILD.

#### 11. STUDENT PERFORMANCE:

A. Describe your proposed plan to assess student performance.

Individuals pre and post educational plans, psychological and educational testing.

B. What remediation will be available for underperforming students?

School volunteers and individual tutors will fulfill the need for one to one individual help with the students.

C. How will the development of skills be measured?

By developing performance objectives and monitoring the children's progress to meet stated objectives.

#### 12. SCHOOL EVALUATION:

A. What methods of self assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Periodic questionnaires and check list will be given to parents and staff.

B. How will the school establish regular dialogue with parents? With the community?

School newsletters, brochures, handbooks, curriculum meetings and seminars.

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#### 13. HUMAN RESOURCE INFORMATION:

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements.



or any other professional credentials. What is the targeted staff size?

All positions will be advertised. The staff will be hired using the standards developed by the Massachusetts State Department of Education. Requiring a Teacher and an Aide for each classroom. Physical Ed teacher and other supported staff as needed.

B. How will teachers and administrators be evaluated? How often?

The Advisory Committee will decide how often the Administrator and Teachers will be hired. We anticipate a formal evaluation will be completed several (at least three times) times a year by performance objectives.

C. Describe any other relevant employee information, including but limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

Contracts, salaries, hiring, dismissal, benefit packages and staff development will be comparable to that of the Cambridge School Department as close as possible since interested teachers may take a leave of absence without losing their seniority.

#### 14. SCHOOL GOVERNANCE:

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

The school will be managed by an Advisory Board who will set the schools' policy. Parents, Community Organization Members and Staff will serve on the Advisory Board. Consultants and Trainers will be hired to meet specific needs of the school.

B. How will the board of trustees be chosen?

The Founding Coalition will be the Advisory Board. They will advertise and recruit more Board Members.

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C. Describe the roles and responsibilities of the board.

To approve the recommendation of the principals in hiring staff.

D. Describe the relationship of the board to teachers, administrators, students, and families.

to help make policies for the school and encourage parent and teacher participation.

E. Discuss the nature of parental and student involvement in decision-making matters.

Parents will be Members of the School Advisory Board and the students will assist in setting behavior management rules for their classroom.

F. Describe the nature and extent of community involvement in school activities.

Community board participants will serve on the policy advisory board.

**15. BUILDING OPTIONS:**

A. Describe your present options for a school building.

B. Demonstrate how this site(s) would be a suitable facility for the proposed school.

C. Discuss any progress or future plans for acquisition of a school building.

D. Describe financing plans, if any.

The present facility for a school building has adequate classroom space, an auditorium and an institutional kitchen. It has been approved by the State as a school.

